

Leanne Knight: Reflections of Course-based Embedded Assignments



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of Course-based Embedded Assignments

Directions: In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (*Please note that course number changes in Fall 2010*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
EDLD 5363	Video Technology and Multimedia	15

Description of the Assignment/Performance Tasks (see Appendix I)	A. Create a public service announcement for parents and community partners. Capture and integrate sound, video, and digital images; create RSS feeds; and publish the final product on the web. Use short teacher and student interviews to focus on 21st century technology for engagement and achievement.
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p>Self –Assessment</p> <ol style="list-style-type: none">1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)3. How did the relationship between the old and new information you learned affect your personal experience with the	<p>EDLD 5363 Multimedia and Video</p> <p>Technology was an overview course on principles of multimedia planning, design, production, editing, and evaluation. We created digital stories. In the area of video we planned, designed, produced, edited, and evaluated.</p> <p>Creating the PSA was a new experience for me. I luckily knew how to share large files over the internet which was a practical skill for this</p>

<p>assignment? (2 Points)</p> <p>Learn as a Learner</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points) 2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points) 3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points) <p>Lifelong Learning Skills</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points) 2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points) 3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points) <p>Additional Criteria</p> <ol style="list-style-type: none"> 1. Content posted to e-Portfolio wiki/blog/Google site (1 Point) 2. Mechanics (1 Point) 3. APA Format (1 Point) 4. Minimum of 3 References (1 Point) <p>(Maximum 25 points)</p>	<p>assignment since I had to share the video files with the editor on our team. When the assignment was first released, I was worried about working with a group of people I did not know. I found a group and met them all via email to begin. When our group reached 6 people, we realized we had to split. One group was geared to working with older students and adults. My group was geared to working with younger children. All six of us decide to meet via web conference on Toxbox. After the initial hour on the conference our group deiced to meet separately to discuss our PSA particulars. After the video conference we were able to collaborate functionally over a wiki I created for the large group. We also utilized email for direct conversations that required quick responses.</p> <p>I also, learned about Creative Commons licenses. I had been at several conferences that discussed them but had never truly delved into their usage until this course. I now have a better understanding of its concept. On the PSA we decided that since it had video of my daughter who</p>
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	<p>is eight, we wanted to limit others from editing the video for her safety. We chose a license that stated, "Chatting with Kids About Being Online by Leanne Knight, Patty Odom, and Stacey Thompson is licensed under a Creative Commons Attribution-NonCommerical-NoDerivs 3.0 Unported License." I posted our final PSA at http://www.youtube.com/watch?v=wp6iNORQiMQ.</p> <p>The topics covered in EDLD5363 were extremely relevant to the skills required in my job. As a campus technologist, I use a variety of technology on a daily basis. In elementary school multimedia is a large portion of how I effectively assist teachers and students. I work regularly with video editing software both Adobe Premiere Elements and Movie Make found at http://knightl.blogspot.com/2010/09/movie-maker-vs-adobe-premier-elements.html. I also help students and teachers in grades first through third create videos using Photo Story. I am actively engaged in helping teachers create podcasts using Audacity and posting the files to a site with an RSS</p>
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	<p>feed. EDLD 5363 was a review of what I do on a daily basis. It was nice to re-examine all of the features of the different software I use regularly. I appreciated learning more in depth features of Audacity. While learning about video editing software I compared the free trial of Adobe Premiere Elements to Microsoft Movie Maker. I admit I wanted to learn some of the newer products for multimedia instead of the tools schools have been utilizing for the last ten years.</p> <p>Marco Toress stated "Her passion and her interest to talk about something that really bothered her and to have it reach every corner of the world was an experience that she'll never forget" (Edutopia, 2002). I have experienced many professional development workshops where Marco Torres and his former students presented to teachers. He is truly inspirational. The students took ownership of their videos. Often Marco Torres would give an assignment where the students had to interview a hero in their neighborhood. The students began recognizing the treasures in their own</p>
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	<p>"barrio" they never would have recognized without Marco's assignment. Torres also has his students explain at conferences how to get the best possible quality without having to purchase high end technology. Whatever the age of a student or their economic background, we need to give them opportunities to express themselves in a safe atmosphere. Just like Marco Torres. Students need to have a voice and it is our responsibility as educators to help them. Multimedia is the perfect outlet for the generation we teach. With the simple use of inexpensive Flip cameras, students can create endlessly. It is our own imaginations as educators, sometimes, that actually put the limits on what our students can create.</p> <p>We need to remember we should be using twenty-first century skills with our students. Not only have we been in the twenty-first century for ten years but our younger students have known nothing else. As educators with a concentration in technology, we need to go beyond just learning these skills. We need to be utilizing as many up to</p>
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	<p>the minute tools that have been released and have shown to be robust. We should never take a step back in technology or we have lost our audience. Many of the tools utilized in EDLD 5363 are tools that are becoming outdated with the utilization of web 2.0 tools. Photostory is a great tool but there are many newer ones being released that have better functions and will keep our students interested. We should be given an opportunity to learn about the newer tools since our teachers come to us as a guiding resource of knowledge in innovative technology.</p> <p>Our team was extremely successful in completing the assignments. I do admit though that we were successful by pure determination on our parts. We would complete most of the PSA, then find out another component of the assignment which was not detailed in the online CourseWhere, emails from the IA, or rubric. Luckily, at least one of the team members was present in at least one web conference each week. Otherwise, we would have missed the new requirements that were added</p>
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	<p>weekly. For example, on the PSA rubric and the assignment it never discusses the number of narrators. During a web conference. Dr. Abernathy said there should be at least two narrators. So our team had to edit our final PSA per her new requirement. Nowhere on the rubric does it discuss giving Creative Commons licensing but during a web conference, Dr.Abernathy was adamant the participants of the course add a license to their PSA. So, we had to edit our PSA yet again.</p> <p>Garrison wrote, "Whatever you do not know about the equipment can probably be figured out by your students." Students are fearless and want to help us solve our digital problems. When we give up our control, our students are there to assist. Alan November, reputable digital leader in education, often comments that we should take our students with us to technology professional development so they can then get everything going in our classrooms. Every class I have worked with, all the way down to Kindergarten, has someone who is so excited to be able to help the teacher. Plus, knowing</p>
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	<p>that I will have someone with me if problems occur</p> <p>is very powerful and allows me to be more adventurous with the activities planned.</p> <p>While working on the PSA, I learned how easy it is to work with a group where each member is hundreds of miles apart. We never met in person only through electronic means. I learned that I have an ease of use with cloud computing. I have used online web 2.0 tools on a regular basis for my own use and I teach teachers at my school their use. I discovered that if you have people who are willing, they will collaborate online. I thought I could only work with a group via face to face meetings and use online software as an alternative. Now I know online software can be used as a primary form of collaborating and reinforcement.</p> <p>References</p> <p>Edutopia. (2002). Multimedia serves youths' desire to express themselves.</p>
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	<p>Retrieved on April 19, 2009, from http://www.edutopia.org/print/980</p> <p>Garrison, A. (1999, Winter). Video basics and production projects for the classroom. Center for Media Literacy. Retrieved April 6, 2009, from http://www.medialit.org/reading_room/article3.html</p>
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